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IDENTIFIERS	Ditto Masters

ABSTRACT

The revised supplementary teaching materials and the ditto packet are to be used with the third unit of the bilingual social science program developed for grade one. Designed to help the teacher carry out learning activities, the instructional aids center around the theme of the child and the school, broadening concepts of the classroom and family taught in the previous two units. A timetable for when these materials are to be used is given in the teacher's guide corresponding to this unit, which contains kits 9 through 12. The illustrations, intended to help stimulate oral language and conceptual development, include charts and pictures for use in stories, games, group planning, group discussions, and dramatizations. The ditto packet contains visuals for group use and individual student worksheets. The individual student worksheets are to be presented under supervision rather than as independent tasks. Where writing appears on the materials, it is in Spanish only. (RS)

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UNIT 3 KITS 9-12

SOCIAL SCIENCE STRAND

SUPPLEMENT

DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

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1974

Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
6504 Tracor Lane, Austin, Texas 78721

Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Ave., Miami Beach, Fla. 33139

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

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The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Elsa Sánchez de la Vega
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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli y la señora Elpa Soler.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli and Elpa Soler.

Carmen Otero
Chairman Kit Manufacture

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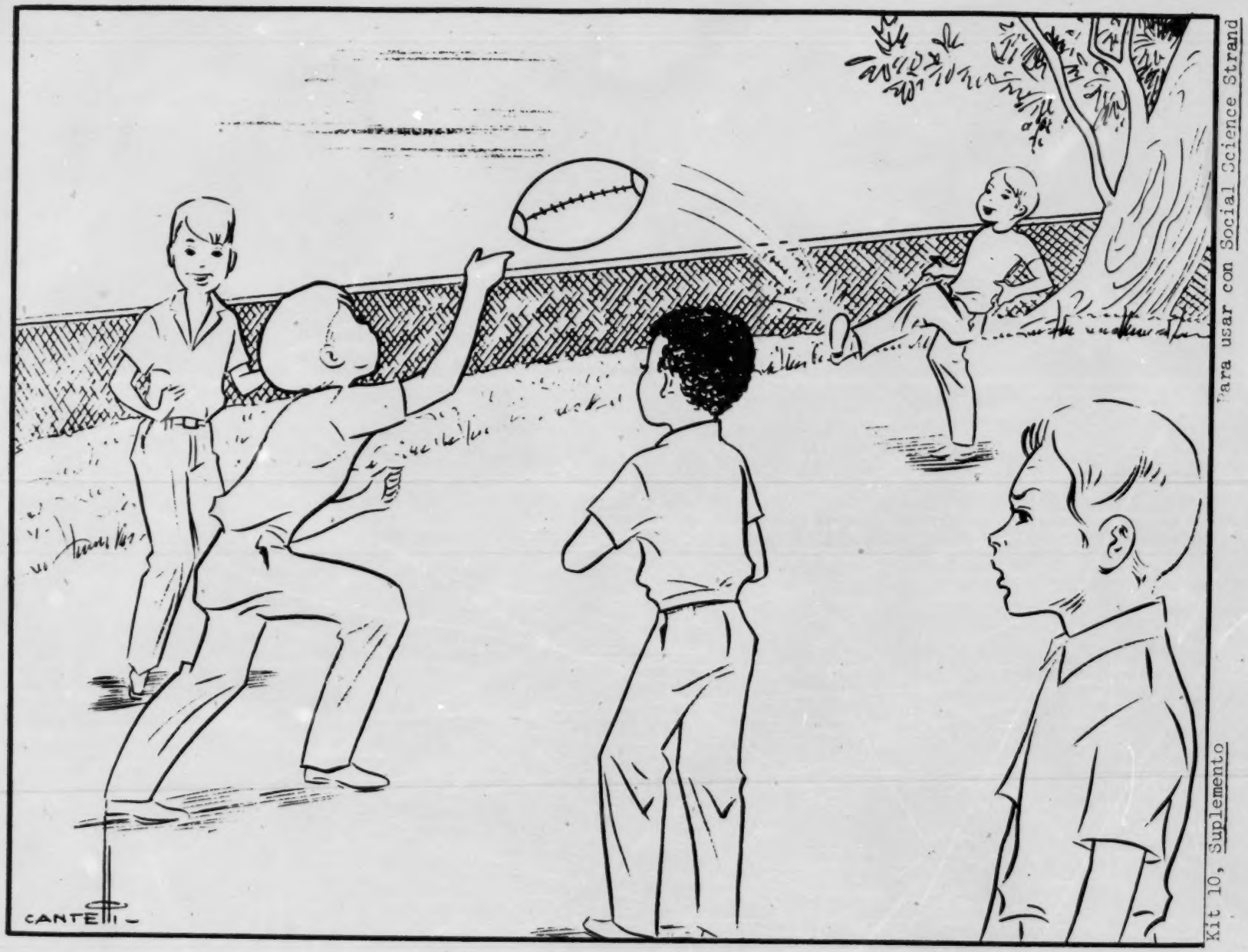

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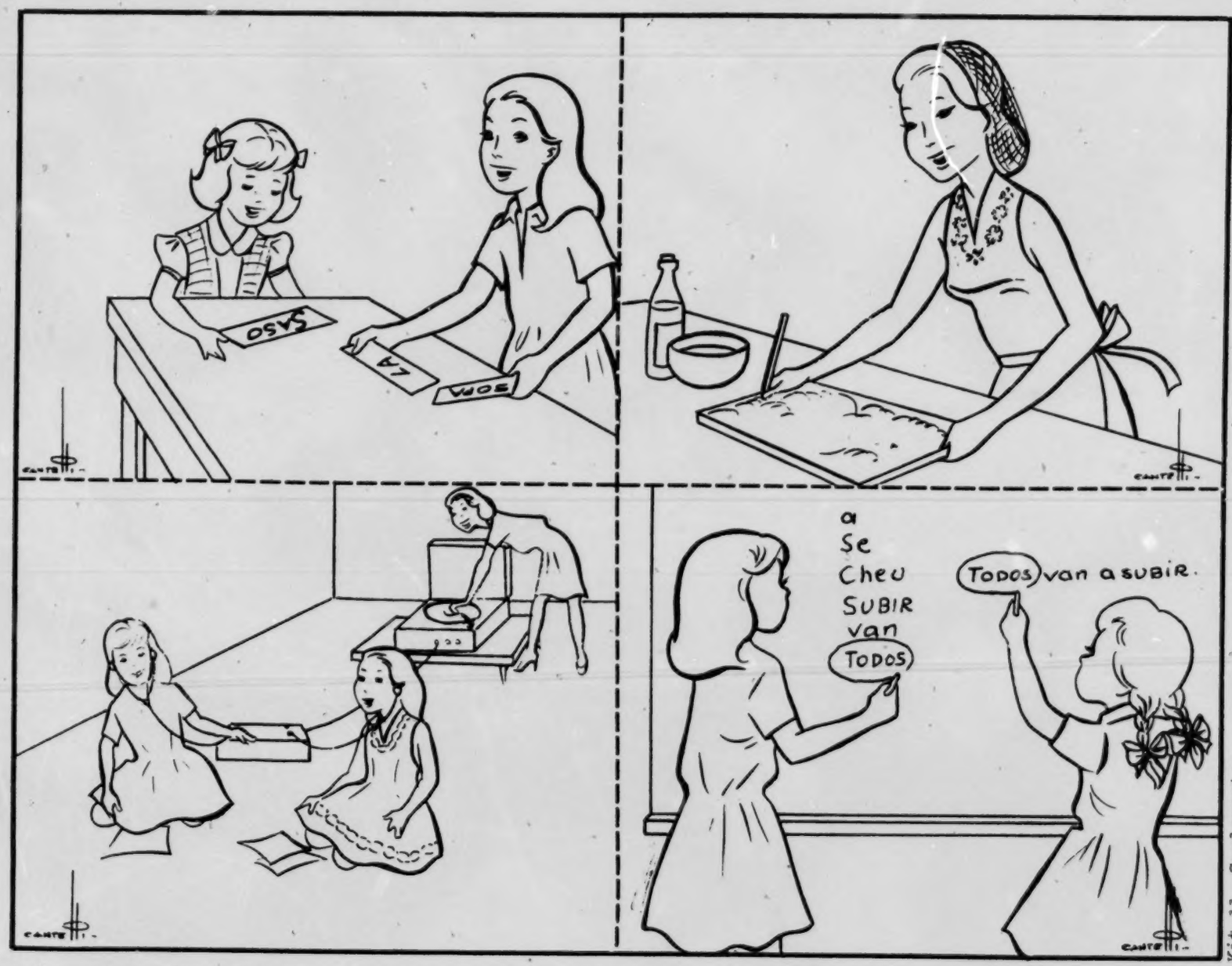

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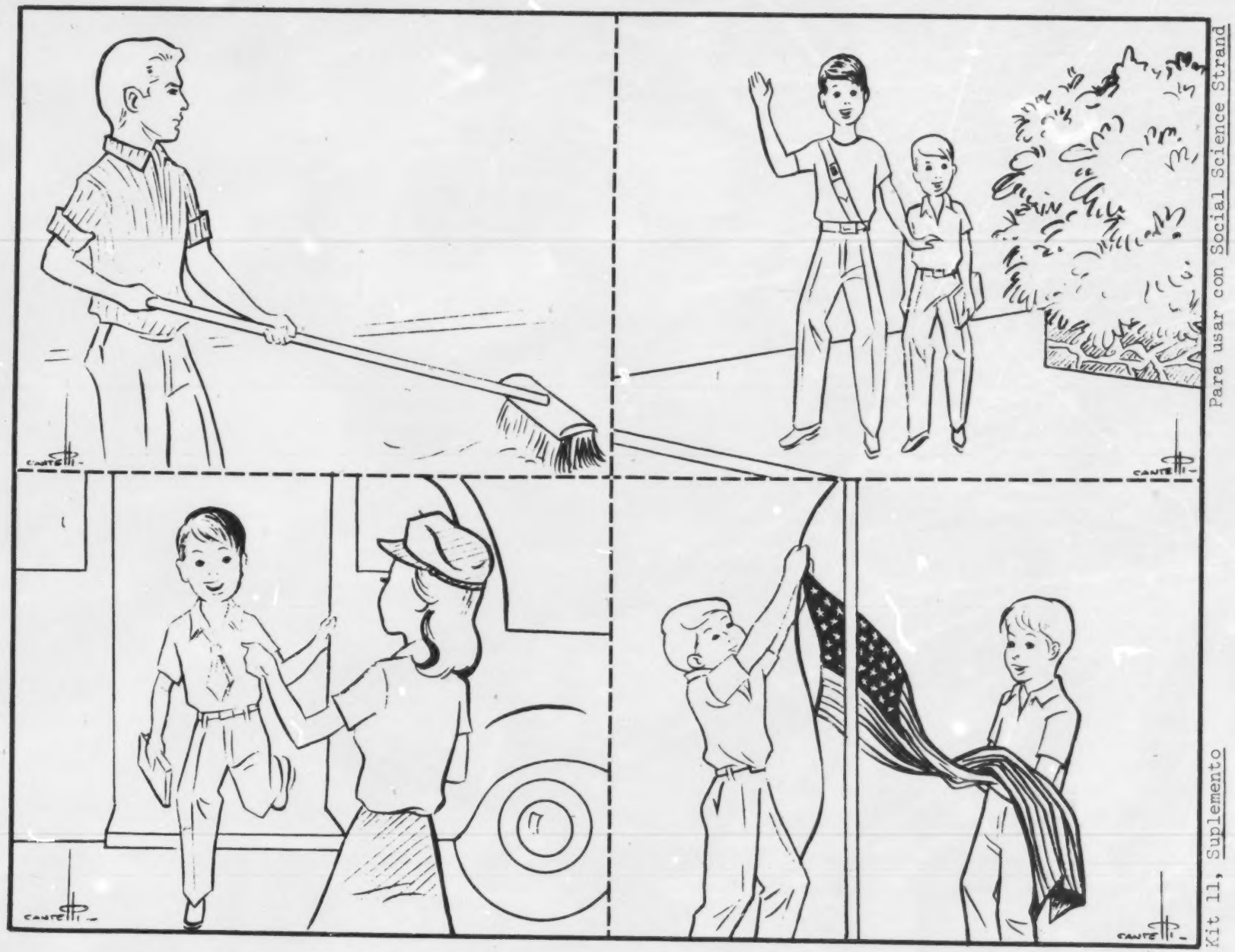

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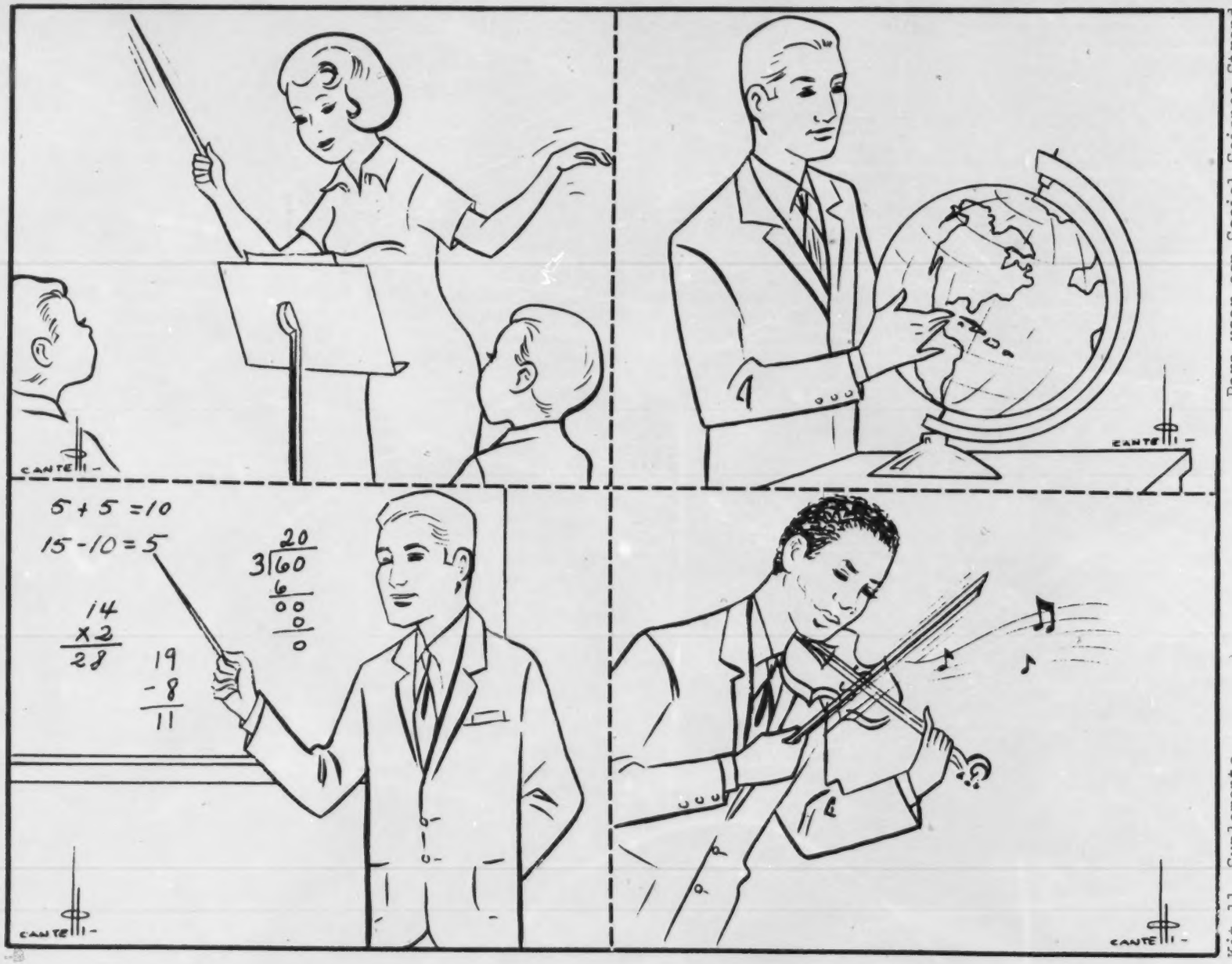
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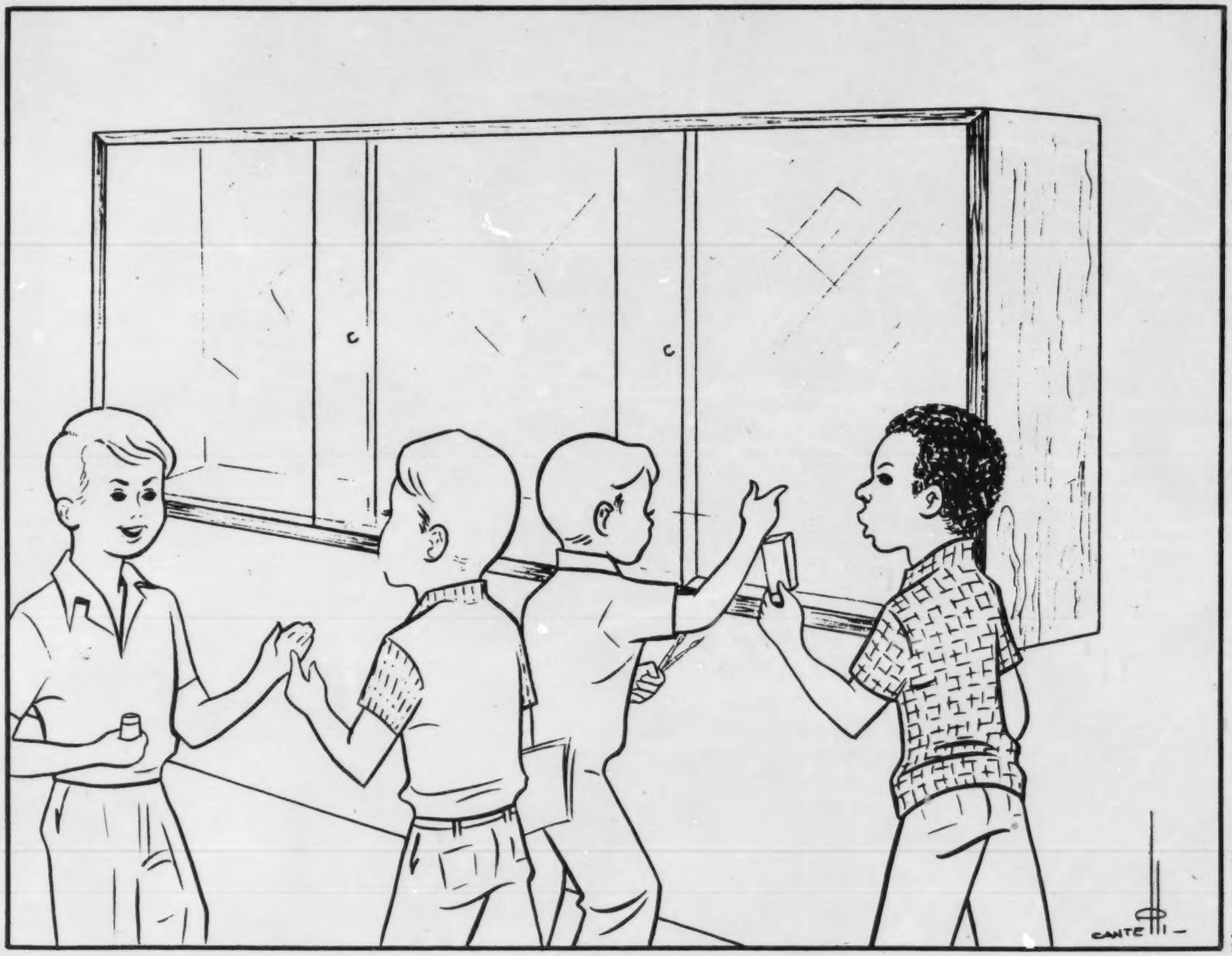
CANTE



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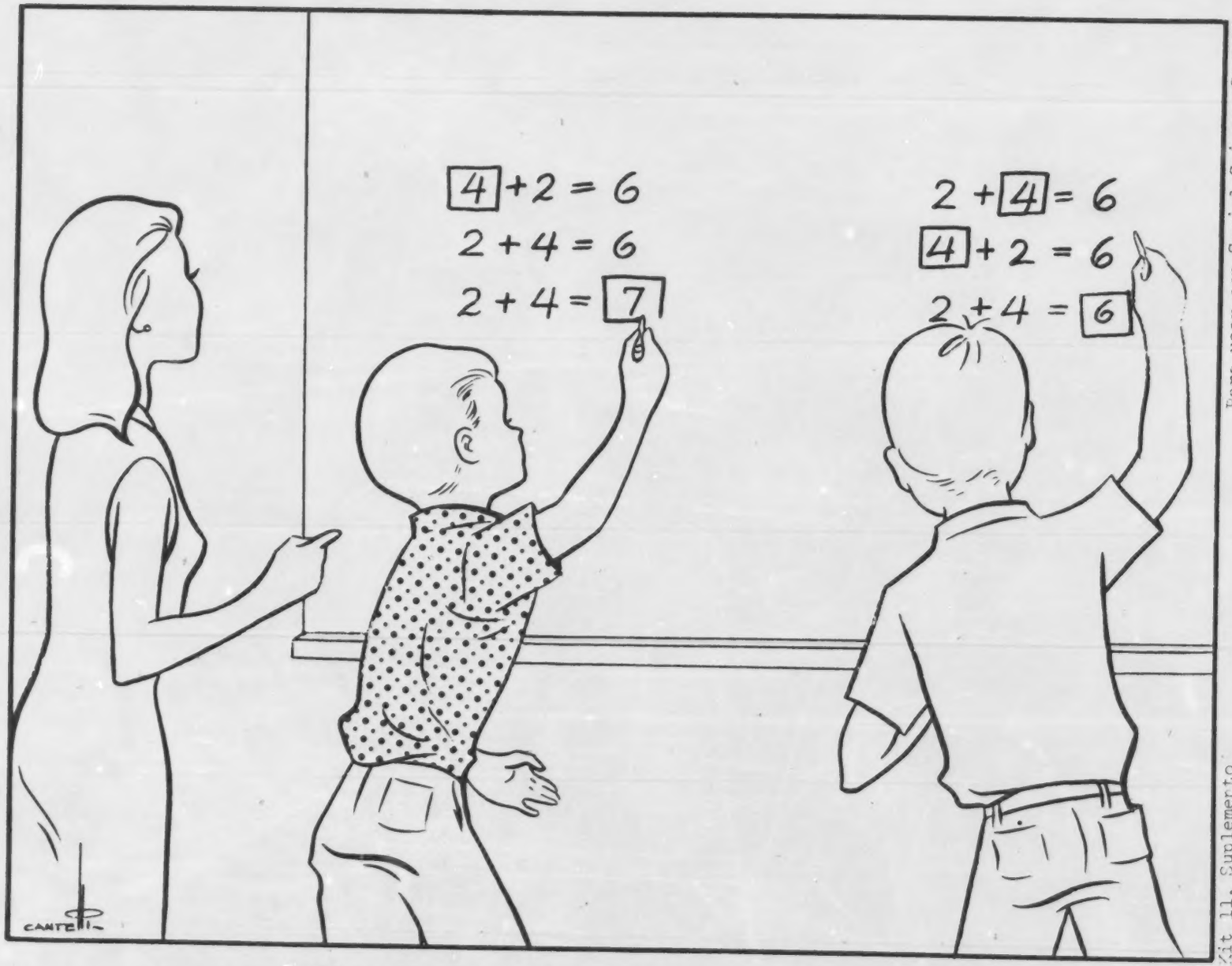
ANA
Roberto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2 + 4 = 6
2 + 4 = 7
2 + 4 = 6
4 + 2 = 6
2 + 4 = 6
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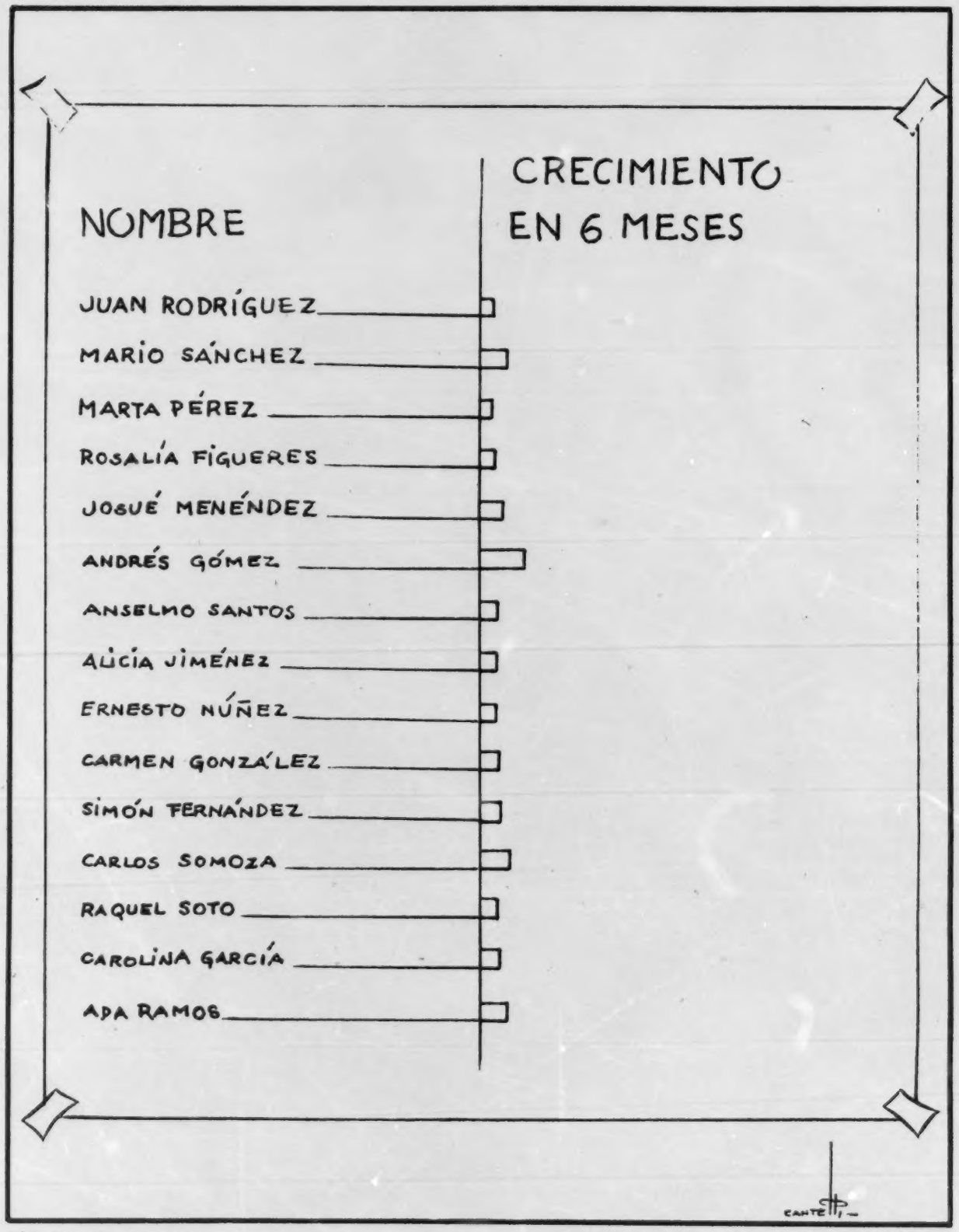
NOMBRE
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MARIO SÁNCHEZ
MARTA PÉREZ
ROSALÍA FIGUERES
JOSUÉ MENÉNDEZ
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CARMEN GONZÁLEZ
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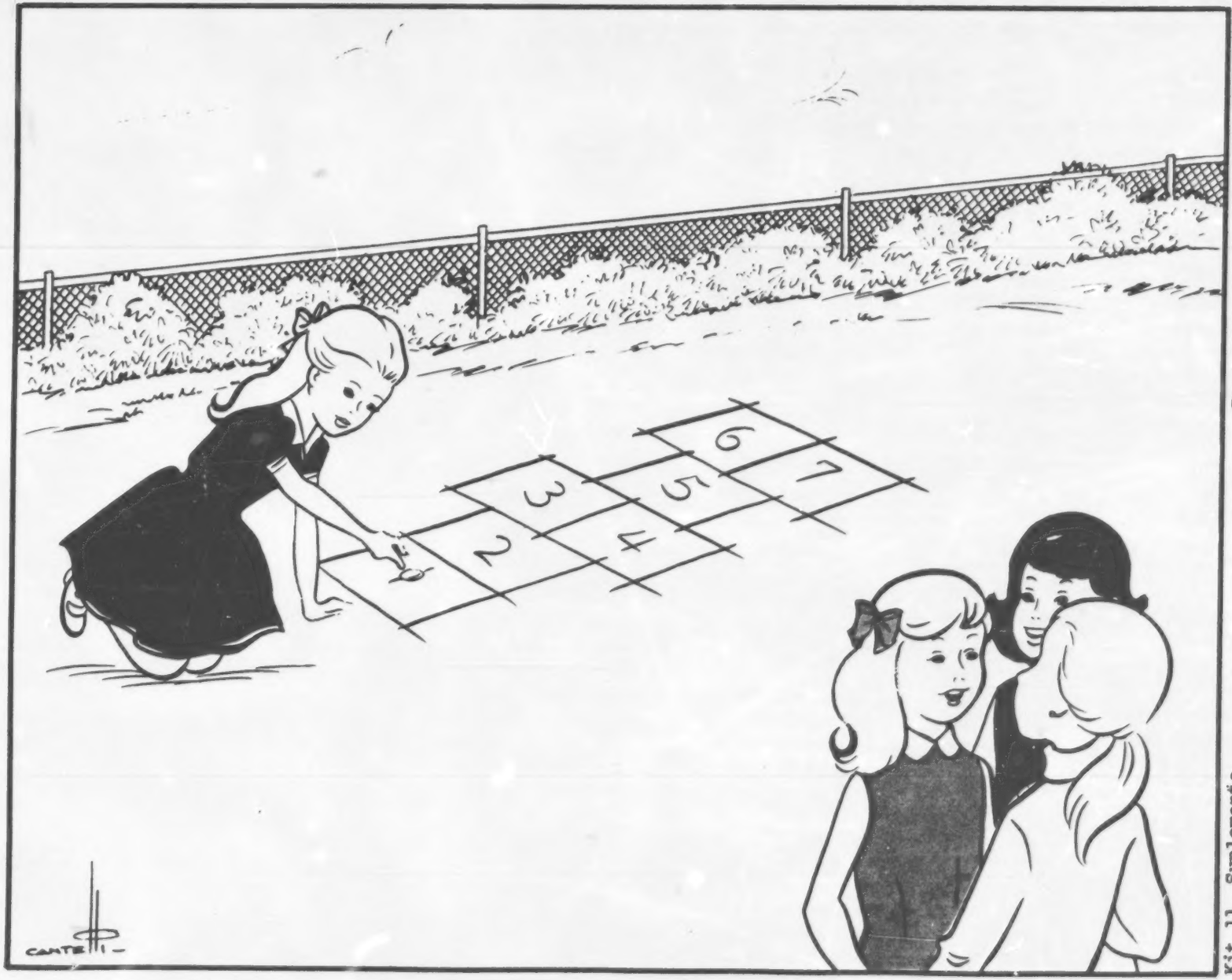

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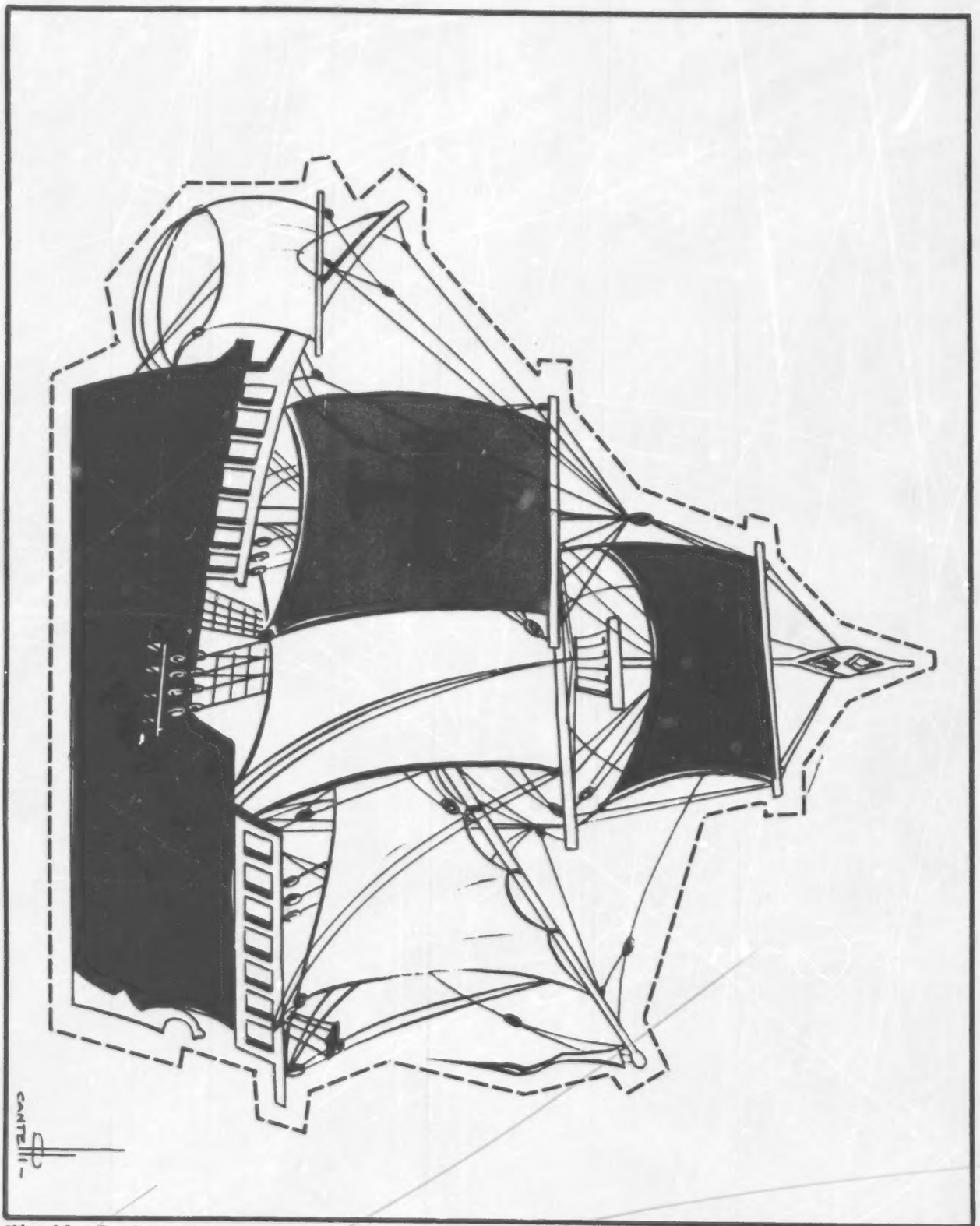

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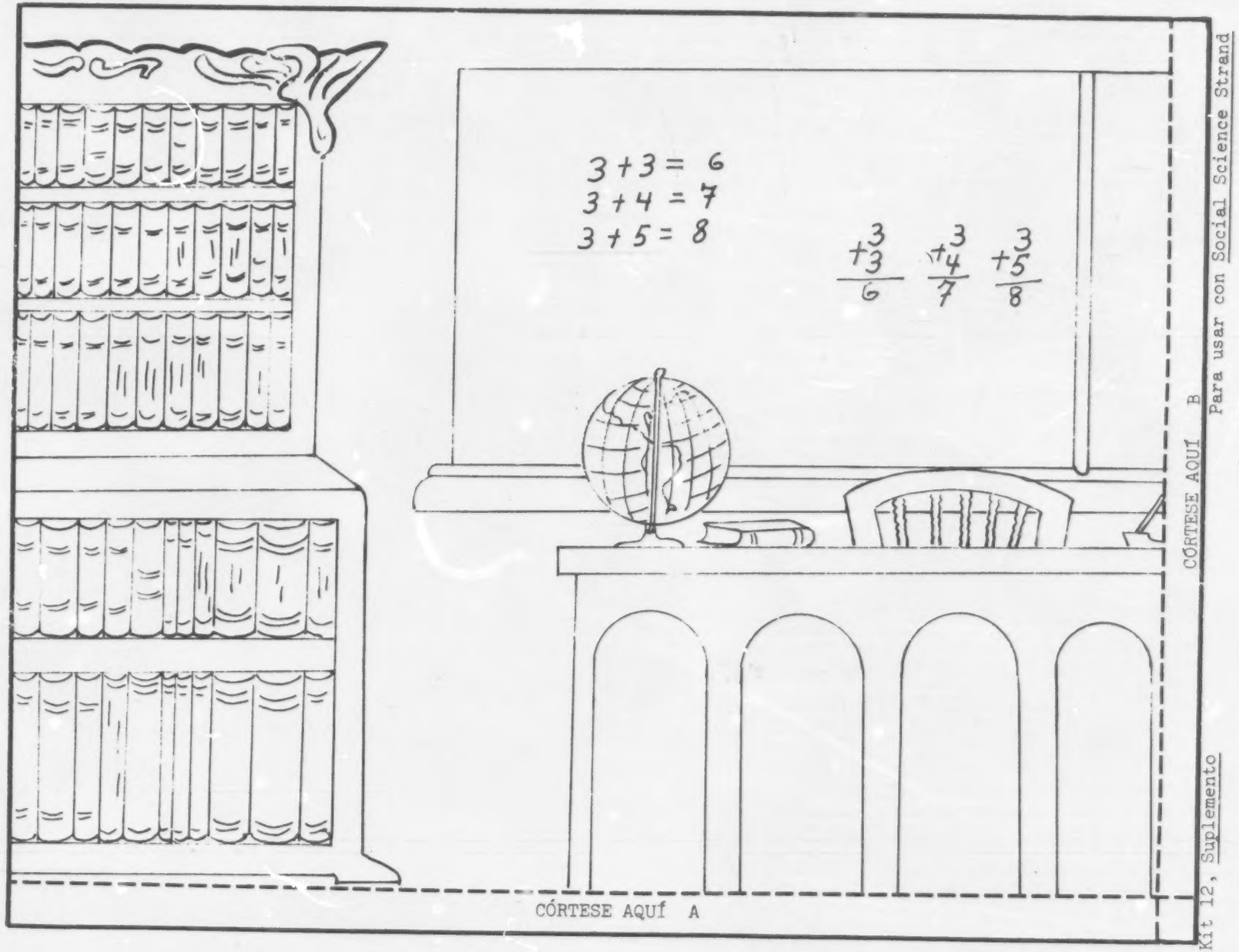

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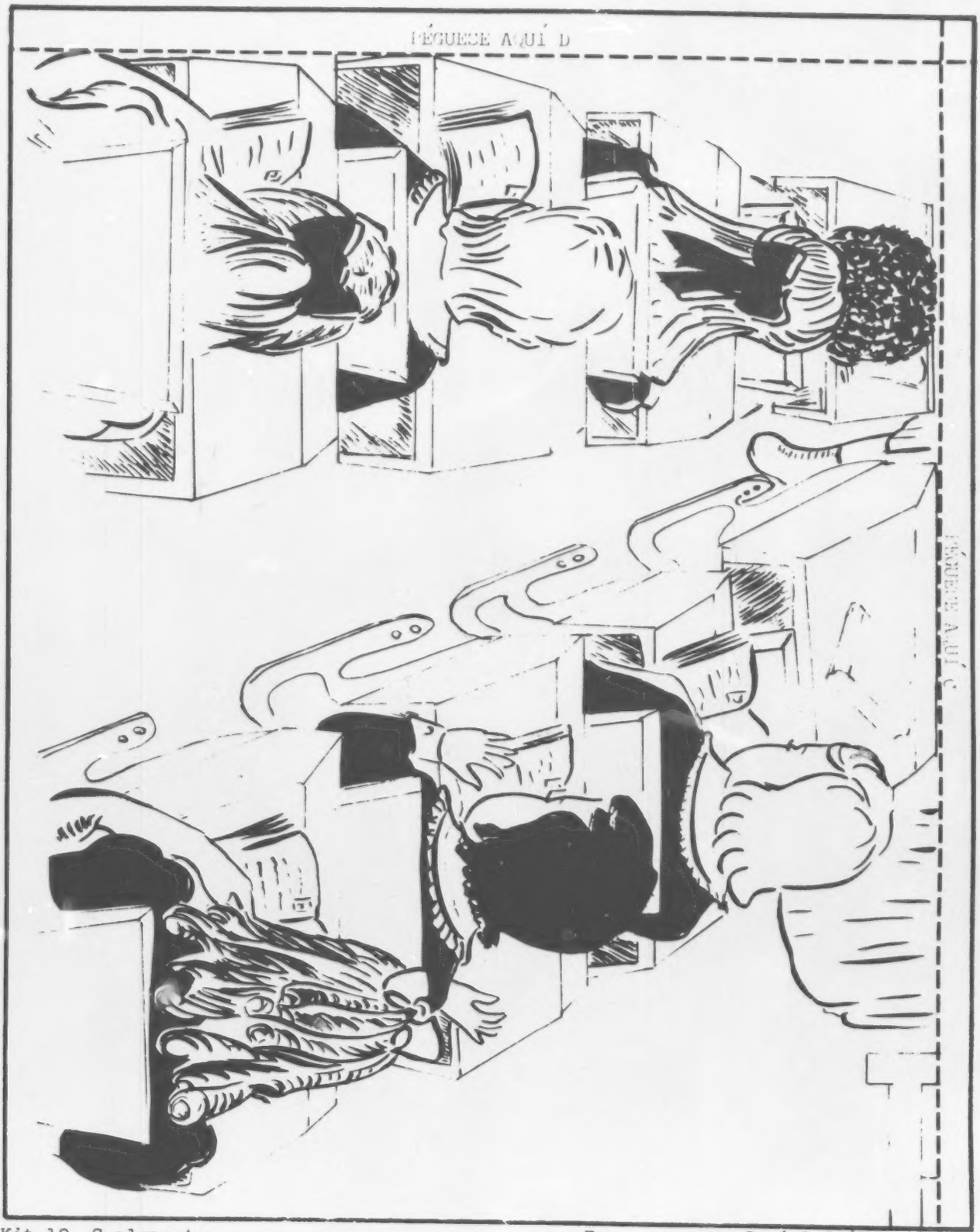
PÉGUESE AQUÍ D
PÉGUESE AQUÍ C

CÓRTESE AQUÍ A

CÓRTESE AQUÍ B

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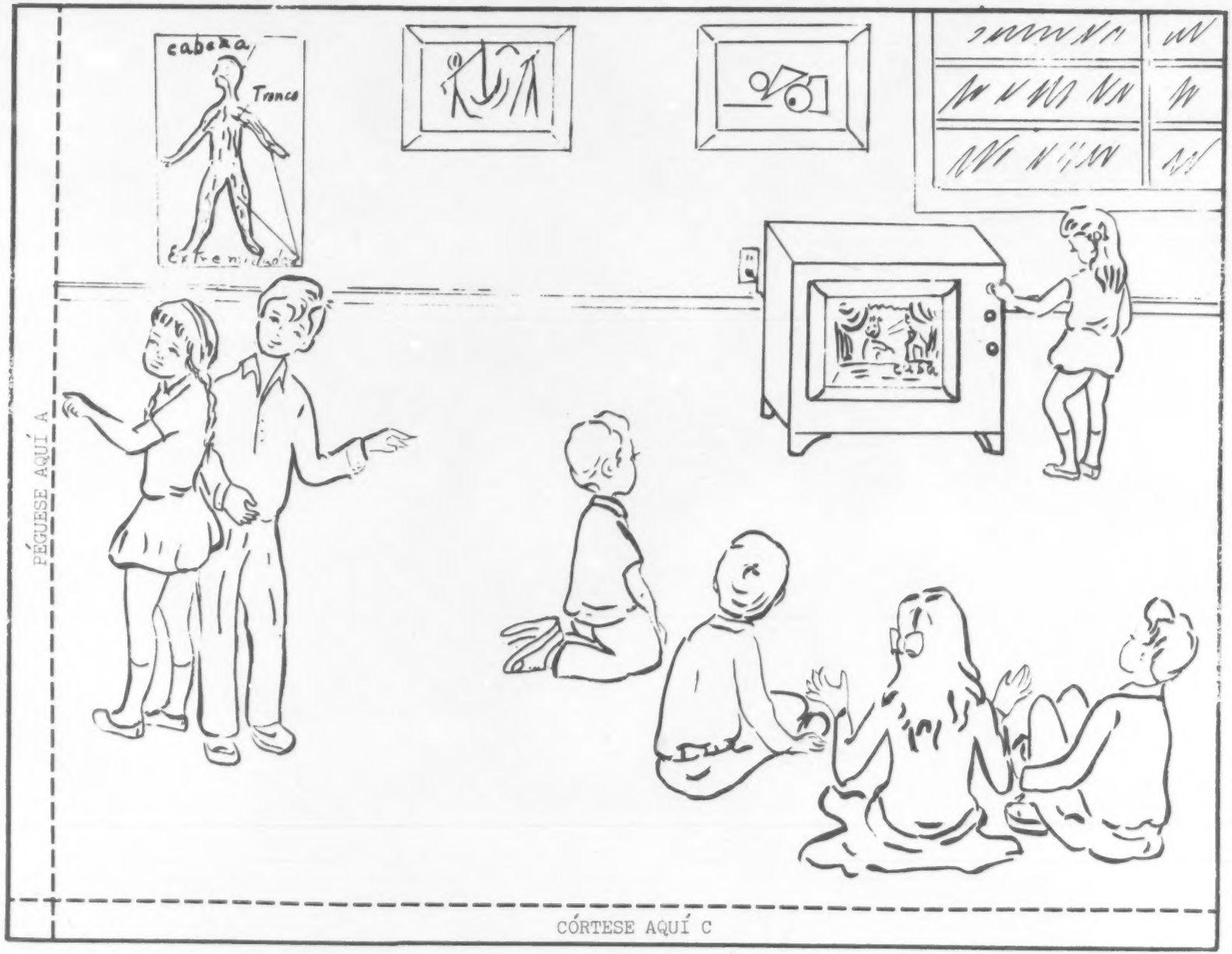
cabeza
Tronco
Extremidades
PÉGUESE AQUÍ A
CÓRTESE AQUÍ C

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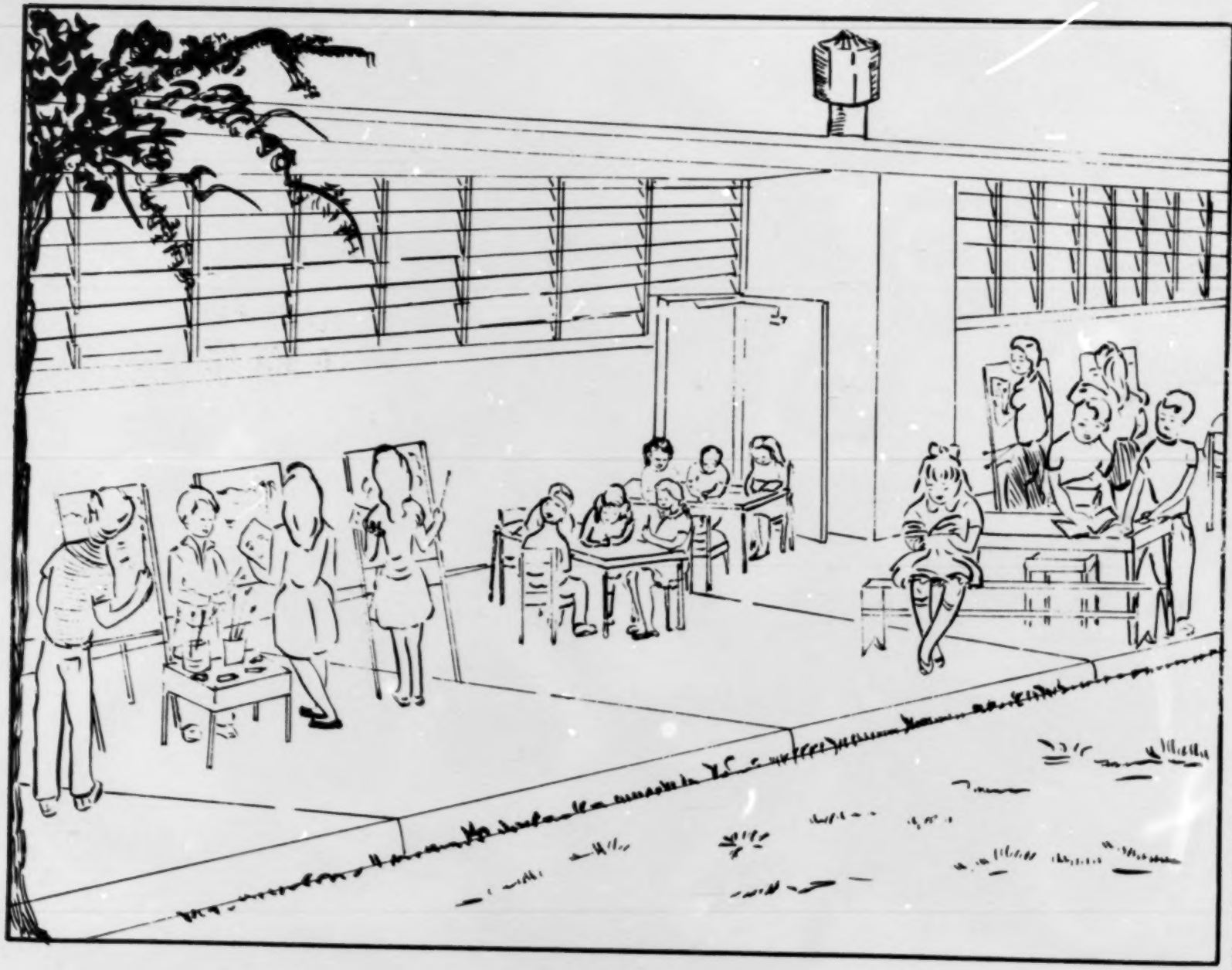

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UNIT 3 KITS 9-12

SOCIAL SCIENCE STRAND

DITTO PACKET

DISSEMINATION CENTER FOR
BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de la ilustraciones la señorita Adelfa Cantelli, las señoras Rose L. Nash, Irma Laucirica y Elpa Soler.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Irma Laucirica and Elpa Soler.

Carmen Otero
Chairman Kit Manufacture

KIT 9

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NOMBRE _____ FECHA _____

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Para usar con Social Science Strand

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NOMBRE _____ FECHA _____

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Kit 9, Conjunto de dittos

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NOMBRE _____ FECHA _____

Kit 9, Conjunto de dittos Para usar con Social Science Strand 5

KIT 10

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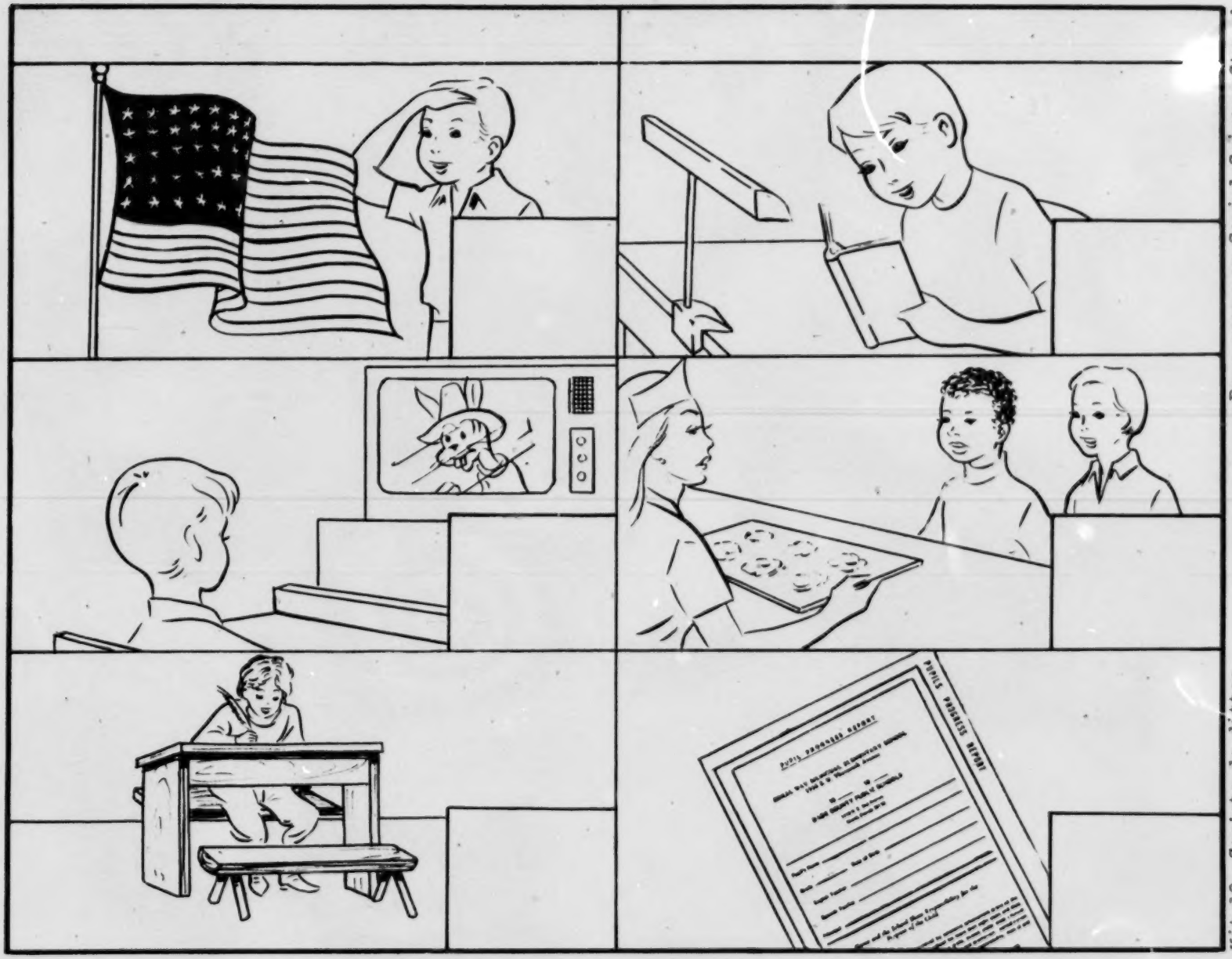
PUPILS PROGRESS REPORT

Nombre_____ Fecha_____

	Me gustan	No me gustan
Niños buenos.	☐	☐
Niños que comparten sus cosas con otros.	☐	☐
Niños cuidadosos.	☐	☐
Niños contentos.	☐	☐
Niños que causan problemas.	☐	☐
Niños que pelean.	☐	☐
Niños que ayudan a otros.	☐	☐

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Kit 10, Conjunto de dittos

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KIT 11

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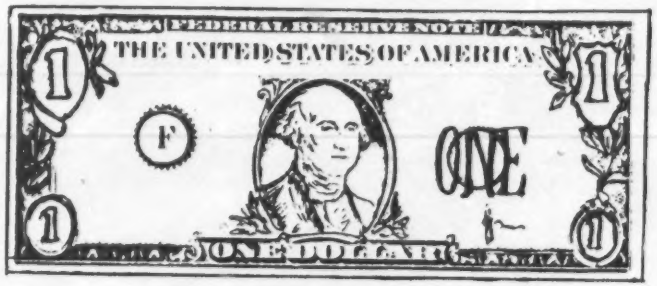

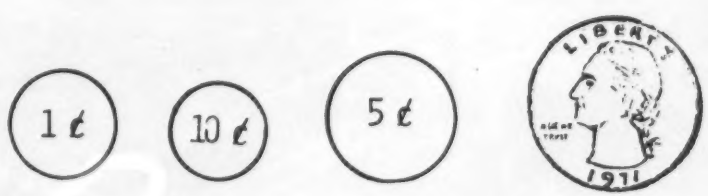

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Nombre _____ Fecha _____

Grupo

1. Arreglar la escuela para que se vea bonita. ☐

2. Aceptar a César en el juego de pelota. ☐

3. César saca buenas notas en la escuela. ☐

4. La estatua de José está en exhibición. ☐

5. Anselmo juega pelota muy bien. ☐

Para usar con Social Science Strand

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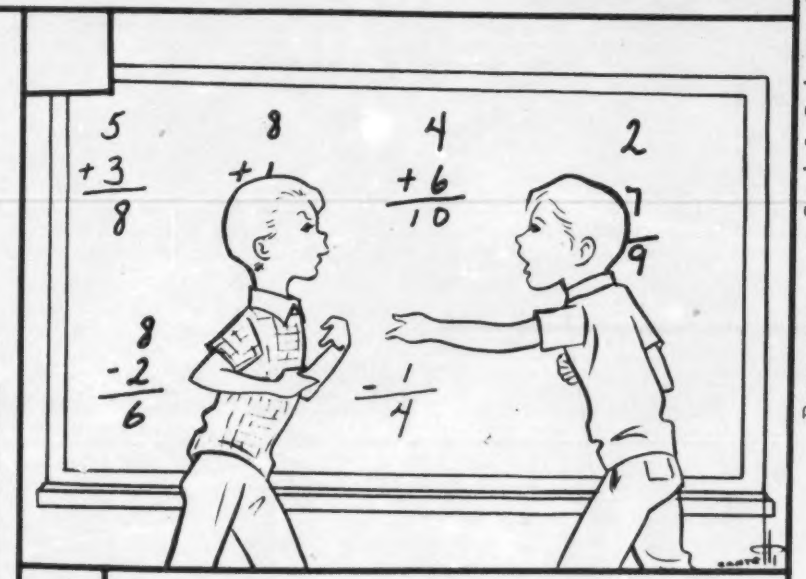
Kit 11, Conjunto de dittos

Nombre _____ Fecha _____

$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$
$\begin{array}{r} 8 \\ -2 \\ \hline 6 \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline 3 \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline 1 \end{array}$



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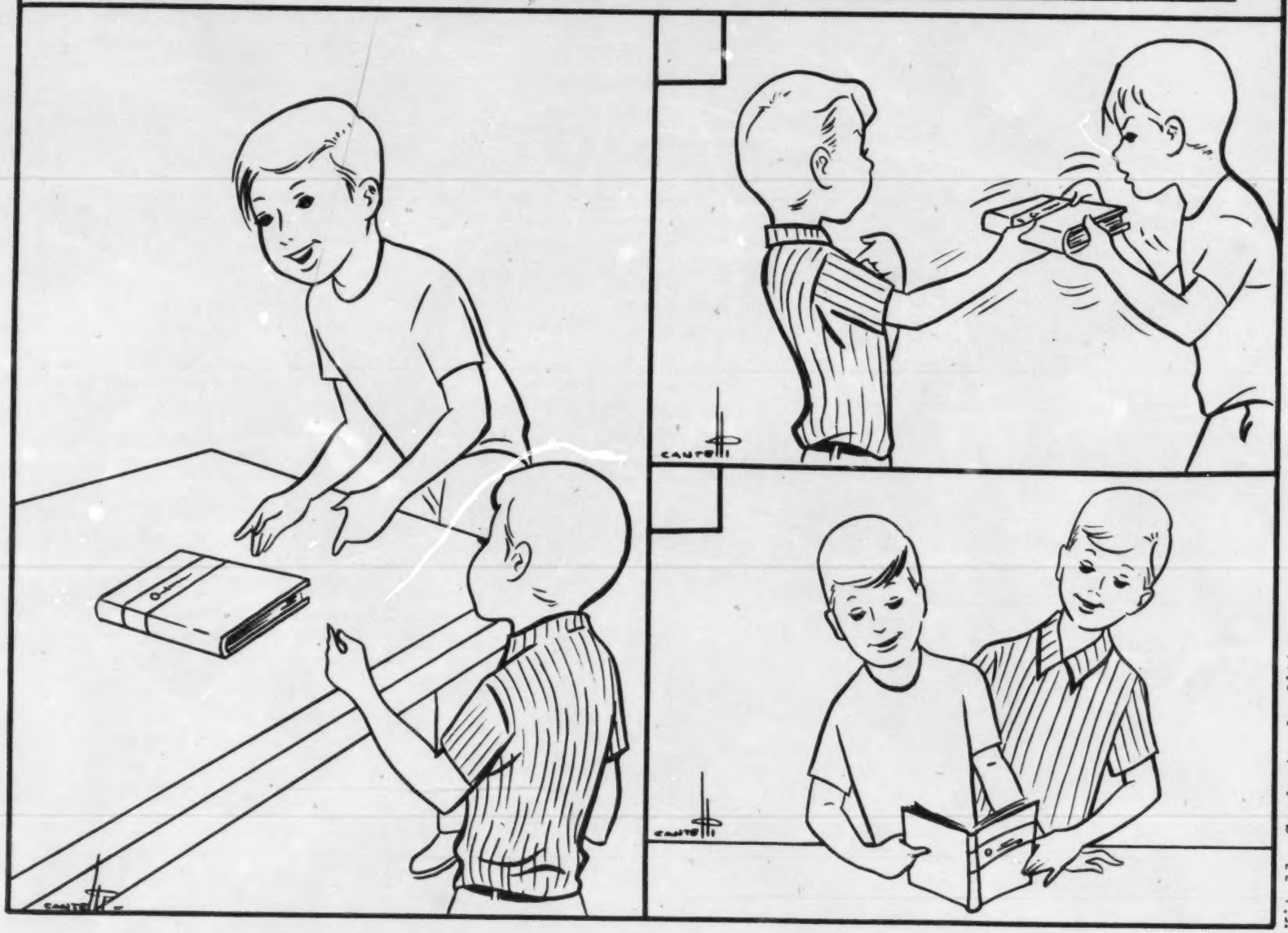

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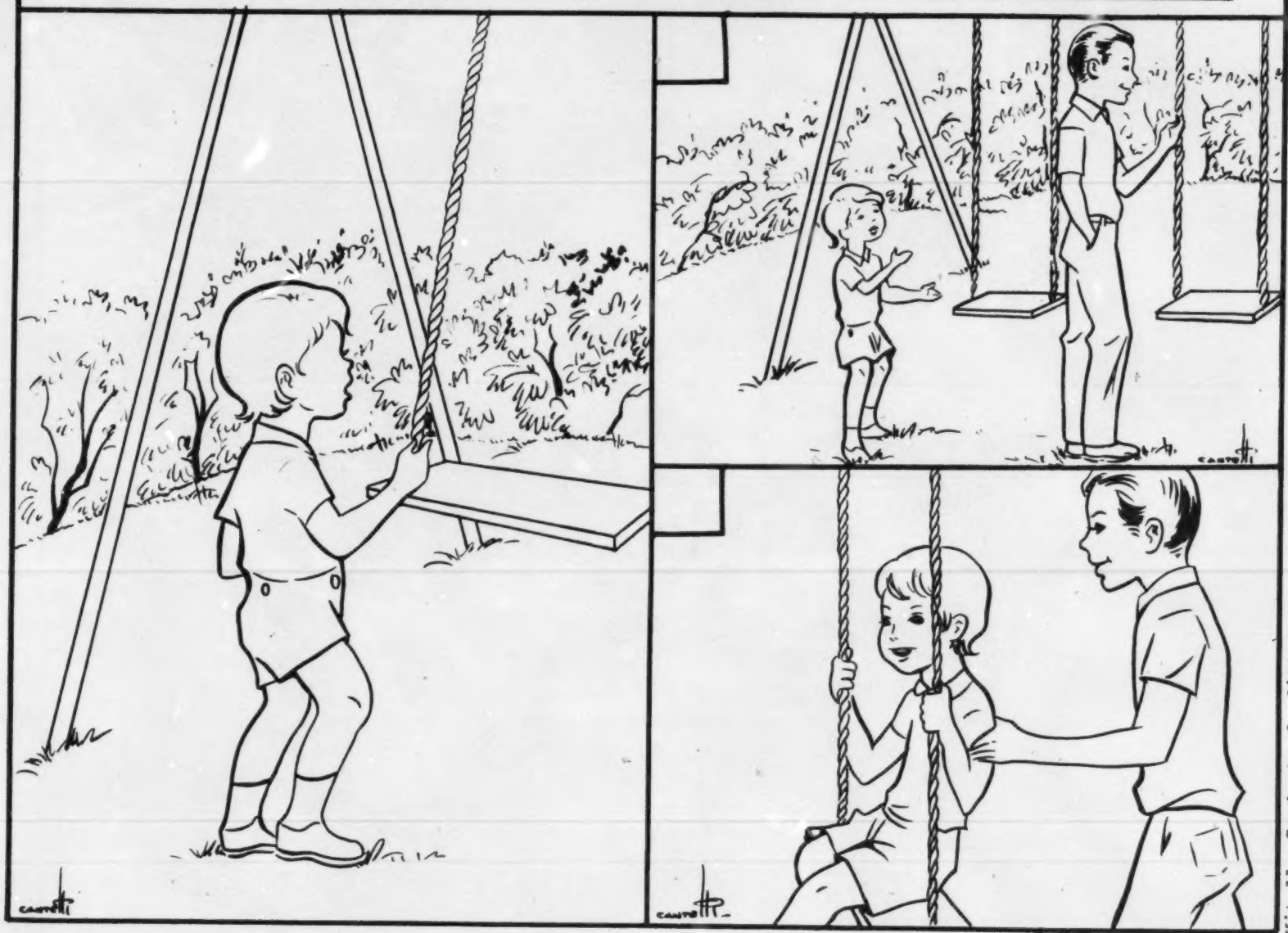
Kit 11, Conjunto de dittos

Nombre _____ Fecha _____



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Kit 11, Conjunto de dittos

KIT 12

(Pages 15-17)

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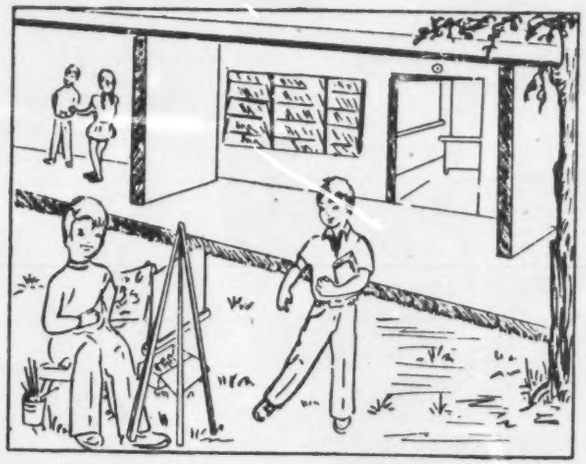
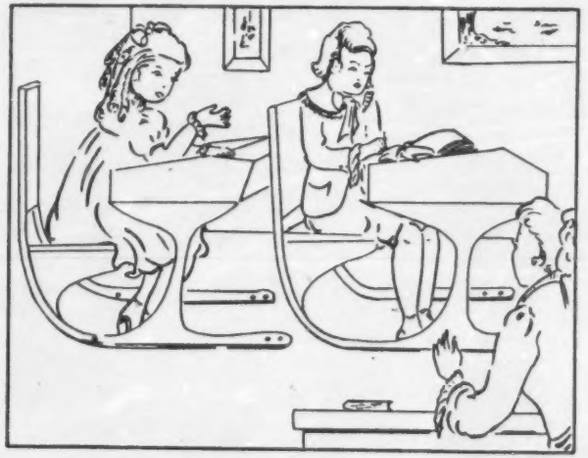
1





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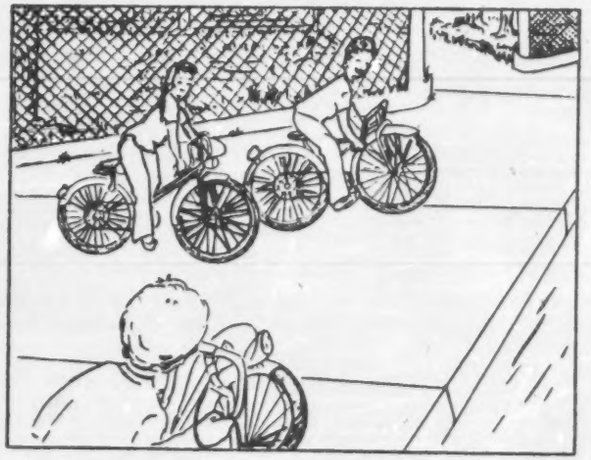

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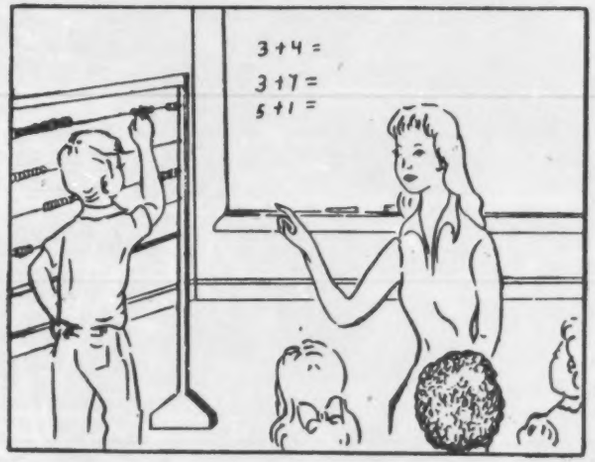
Nombre_____ Fecha_____

3

4



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Kit 12, Conjunto de dittos